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ABSTRACT

This seventh follow-up study assessed Central Missouri State University's teacher education programs by soliciting input from faculty, preservice teacher education candidates, graduates, and employers (principals). The 1995 data revealed that 59 percent of the previous year's graduating class secured full-time teaching positions in Missouri. Thirty percent of the student population in the Foundations of Education courses were male; seven percent listed cultural backgrounds other than white. Students rated their student teaching experience very high and their advice/counseling received from academic advisors lowest. Eighty-one percent of graduates (first and second year teachers) stated they would enroll in a teacher preparation program again, while 72 percent planned on teaching 5 years or more from now. Fifty-six percent of principals hiring Central's graduates felt that the teachers were strongly prepared for their current positions. During the past 5 years, regular education graduates took 10.9 semesters to complete their degrees, up from 9.9 semesters the previous 5 years. Detailed survey data and copies of survey forms are appended. Data on students' successful and unsuccessful attempts on the College Basic Academic Subjects Examination, an admissions test for acceptance into the teacher education program at Central, are also provided. (JDD)

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ED 382 595

1995 TEACHER EDUCATION FOLLOW-UP STUDY

as compiled by the

Teacher Education Assessment Committee (TEAC)

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May, 1995

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Introduction

This report represents the seventh Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne Williams, Carol Mihalevich , Larry Jones, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central ; C) Graduates of Central's teacher education programs; and D) Employers (principals) of educators who were prepared by Central. The results of all assessments and evaluations are shared with all Departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 12,500 past and present Central students and coordinates that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freemans (1988) research. TEAC provided information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for accreditation reports.

Conclusions

The 1995 data revealed that 59 % of the previous years graduating class secured full-time teaching positions within the State of Missouri.

Central teacher education graduates **(first and second year teachers only)** are employed in 192 of the 520 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 68% were employed in school districts that reside within a 60 mile radius of CMSU.

TEAC does not have access to employment statistics of Central graduates in states other than Missouri, nor in Missouri private school settings, substitute teacher listings, Day Care Schools, state asylums, and other teaching situations not listed by the State of Missouri (DESE) Statistical Office.

Students in the Foundations classes were predominantly white females. Thirty percent of the student population in the 1994-95 Foundations of Education courses were male. Seven percent listed their cultural backgrounds as other than white. Eight-seven percent were full-time students. When asked to rate their academic background the Foundations students rated Non-Western philosophies and cultures as their weakest area.

Seventy-eight percent of the student teachers were females. Ninety-four percent were white. The students rated their student teaching experience very high as did past student teachers, and their advice/counseling received from academic advisors as lowest.

The average salary for Central graduates (First and Second year teachers) was $20,294. Ninety-one percent of the graduate survey respondents were white. Seventy-seven percent were full-time students while completing their undergraduate degree. Seventy-five percent of the graduate survey

respondents plan to work on graduate degrees in education with fifty-seven percent planning to complete their graduate work at Central.

A little over eighty-seven percent of the respondents were full-time classroom teachers. The teaching level appeared to be equally stratified from early elementary to senior high school. Sixty-eight percent hold positions at their preferred teaching level.

Seventy-two percent of the graduate survey respondents planned on teaching five years or more from now. Thrity-five percent found it necessary to obtain employment outside the school system during the school year. Eighty-one percent stated they would enroll in a teacher preparation program again.

The teacher's top three areas of dissatisfaction in their current positions were, level of support from parents and community, salary/fringe benefits of teaching, and opportunities for advancement.

Fifty-six percent of the principals hiring Central's graduates who responded to the survey felt that the teachers were strongly prepared for their current positions. Principals feel salary and fringe benefits is the top area of dissatisfaction for teachers.

During the past five years regular CMSU Education graduates took 10.9 semesters to complete their degrees, up from 9.9 semesters from the previous five years, and an average of 142.3 hours to complete their degrees , up from 141 hours. Only 20 students completed their degees in 8 semesters as compared to 93 during the previous 5 years. The ACT composite score was up 1.8 points, but with the new scaling actually showed a decrease of .2 from the past 5 years. Music majors, as in the past 5 years, generated the greatest number of hours on average in order to graduate. During the past 10 years fifty percent of the MSE graduates were from the Department of Curriculum of Instruction, and another thirty-two percent were from the Department of Special Services.

(TEAC--Foundations of Education--1995)

Of the 351 Foundations of Education students enrolled during the 1994-1995 school year, 315 (90% return) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex: (Check one)

males	094
females	221

2. Age: Fill-in __23.3 (average)____years

3. Are you a Post-Bachelor Student? Circle

Yes 38

4. How would you describe yourself? **Check only one.**

American Indian	004
Asian or PI	004
African American	010
Hispanic	003
White	293
Other	001

5. How would you characterize your status as an undergraduate? **Check only one.**

Full-time student	274
Part-time student	010
Sometimes full-time/part-time	028

6. When do you plan to complete all requirements of your teacher certification program? **Check only one.**

Fall 1994 through summer 1995	012
Fall 1995 through summer 1996	058
Fall 1996 through summer 1997	138
Fall 1997 through summer 1998	088
Fall 1998 through summer 1999	013
Other	006

7. What do you consider to be the primary goal of education? **Check only one.**

Promoting academic development	108
Enhancing personal development	131
Facilitating social development	029

8. How do you rate your academic background in each of the following areas ?

KEY—1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student responses

3.3	Mathematics
3.4	Social Studies
3.2	Natural Sciences
3.6	Humanities
3.3	Multi-cultural issues and perspectives
2.8	Non-Western philosophies and cultures
3.5	American history
3.7	American literature
3.1	Education-historical and philosophical development
3.3	Contemporary educational issues
3.6	Theories/principles of how students learn
3.5	Child/adolescent growth and development
3.3	Social and political roles of schools in America
3.2	Classroom management techniques/procedures
3.2	Legal and ethical responsibilities of teachers

(TEAC--Student Teachers--1995)

Of the 360 student teachers enrolled during the 19941995 school year, 287 (80%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex:

males	063
females	224

2. Age: 26.2 years (Average)

3. What was (will be) your marital status at the time you complete certification?

Single	164
Married	118

4. How many minor children do you have living with you?

None	188
One	036
Two	015
Three or more	019

5. How would you describe yourself?

Native American	003
Asian or PI	001
African American	003
Hispanic	002
White	269
Other	003

6. How would you characterize your status as an undergraduate?

Full-time student	258
Part-time student	005
Sometimes full-time/part-time	015

7. When will you complete all requirements of your teacher certification program?

Fall 1994	116
Spring 1995	139
Summer 1995	031

3

8. On a scale of one to five, how would you rate the overall quality of:

KEY—1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.9	Your teacher preparation program
4.0	Courses in your undergraduate major field
3.8	Courses in your minor field(s) **May not apply**
3.6	The liberal arts/general education courses you have taken
4.5	Your student teaching experience
3.7	Advice/counseling you received from your departmental advisor in your major
3.7	In your minor field(s) of study. **May not apply**
2.9	Advice/counseling you received from your academic advisor
4.0	Support, assistance, and help from faculty and staff in your education program

9. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher? These courses have made a(n) _____ contribution to my success.

Very significant	041
Significant	140
Moderate	082
Insignificant	014
Very insignificant	005

10. How would you rate your preparation to teach in culturally diverse settings ?

Excellent	027
Good	105
Average	114
Weak	032
Poor	007

11. How would you rate your preparation to teach AT RISK students ?

Excellent	024
Good	092
Average	107
Weak	048
Poor	013

12. Do you feel you are a(n)..

Exceptional student teacher	088
Better than average student teacher	155
Average student teacher	035
Below average student teacher	006
Inferior student teacher	001

13. How do you rate your academic background in each of the following areas ?

KEY—1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.6	Mathematics
3.4	Social studies
3.3	American History
3.3	Natural sciences
3.6	Humanities
3.3	Multi-cultural issues and perspectives
2.7	Non-Western philosophies and cultures
3.3	Education historical and philosophical development
3.8	Contemporary educational issues
4.0	Theories/principles of how students learn
4.0	Child/adolescent growth and development
3.5	Social and political roles of schools in America
3.9	Classroom management techniques/procedures
3.7	Legal and ethical responsibilities of teachers
3.3	American Literature

14. What do you consider to be the primary goal of education?

Promoting academic development	096
Enhancing personal development	112
Facilitating social development	030

February, 1995

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 25, 1995.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. **We need to conduct a follow-up of students who completed certification or graduated from our programs.** These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC—Graduates—First and Second Year Teachers—1995)

Of the 541 Graduates (First and Second Year Teachers) employed in the State of Missouri during the 1994-1995 school year, 282 (52%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1A. Sex

Males	051
Females	230

1B. Level:

Elementary	148
Secondary	132

2. Age in years: 28.3 years (Average)

3. What was your marital status at the time you graduated from college?

Single	148
Married	122
Other	012

4. What is your current salary per school year? $20,294 (Average)

How many years have you been teaching?

One	126
Two	154

5. How would you describe yourself?

Native American	006
Asian or PI	004
Hispanic	006
White	258
African-American	001
Other	008

6. How would you characterize your status as an undergraduate?

Full-time	220
Part-time	007
ft/pt	013

7. During which semester did you complete all requirements of your teacher certification program?

Before Summer 92	092
Summer 92 through Spring 93	076
Summer 93 through Spring 94	103
Summer 94	019

8. How many children do you have?

None	161
One	049
Two	038
Three	025
Other	007

9. Do you plan to do your graduate work in education?

Yes	212
Not Sure	047
Completed	013

10. Do you plan to do your graduate work at CENTRAL MISSOURI STATE UNIVERSITY?

Yes	134
Not Sure	074
No	054

11. How would you describe your current position in education?

Full-time teacher	246
Permanent substitute	004
Part-time teacher	015
Day to day substitute teacher	003
Education specialist	007
School administrator	001

13. At what grade level do you teach?

Preschool/kindergarten	070
Early elementary/grades 1-3	043
Upper elementary/grades 4-5	037
Middle school/jr. high	063
Senior high school,	040
Other	031

14. Is this the level at which you prefer to teach?

Yes 195 No 081

15. **--#15 is for Secondary Majors only**--(a) What subject(s) do you teach? (check all that apply)

_1_Agriculture	_8__Art	_5_Biology	_7_Business	_3_Computer Sci.
_1_Marketing	_9_Earth Sci.	_24_English	_6_Health	_3_Home Econ
_15_History	_5_Industrial (ARTS) Technology Education			_6_Journalism
_15_Mathematics	_3_Music	_11_Physical Education		_6_Physical Sci
_27_Social Studies	_18_Special Ed.	_15_Speech/Theatre		_6_Foreign Lang.

16. What best describes your teaching assignment?

Contained Classroom	197
PE instructor	013
Art instructor	009
Music instructor	002
Other	039

17. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed ?

233 graduates responded that 100% of the assignment was in their areas of certification/endorsement. 48 graduates responded that at least 10% to as much as 50% of their assignment was not in their area of certification or endorsement.

18. For how long have you been teaching full time?

Less than one year	139
1 to 2 years	098
2 years	013
Other	023

19. Five years from now, do you plan to be ?

Teaching	203
Education Specialist	024
Continuing Education	015
Out of Workforce	015

20. How much longer do you expect to teach?

< five years	039
5-10 years	054
11-20 years	051
More than 20 years	120

21. In the past year, have you been employed in some capacity besides your teaching assignment?

No	101	Yes	145

If Yes, how would you describe your other source(s) of income? (circle all that apply)

054	Coaching
050	Other school-related assignment during the school year
056	Employment outside the school system during the school year
074	School-related job during the summer

22. If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	143
Probably yes	087
Probably not	024
Definitely not	006

23. Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY—1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for each response

2.4	Salary/fringe benefits
2.1	Quality/level of administrative support
1.7	Level of personal challenge
2.0	Methods used to evaluate your teaching performance
2.2	General work conditions
2.1	Intellectual stimulation of the workplace
2.2	Geographical location
2.4	Opportunities for professional advancement
2.5	Level of support from parents and the community
1.9	Level of support from administrators and colleague
1.8	Interactions with colleagues/students
1.9	Your sense of professional autonomy/level of discretion

24. Do you plan:

to transfer to a different school within your current district ?	Yes 025	No 186
to seek employment in another district?	Yes 066	No 146
to seek employment outside of education?	Yes 021	No 161

25. To what extent have education courses (other than field-base experiences) contributed to your success as a teacher? These courses have made a _____contribution to my success.

Very significant	029
Significant	104
Moderate	108
Insignificant	027
Very insignificant	029

26. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with at-risk students?

Very weak	052
Weak	113
Adequate	085
Strong	021
Very strong	002

February, 1995

Dear Principal,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment instrument that I would like you to complete. Please return the survey to me in the prepaid envelope by March 25, 1995.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of employers of **our graduates** and **students who went through our certification program**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your teachers to make them aware of our surveys and ask them to participate. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC---Principals---1995)

Of the 352 principals who evaluated first and second year teachers (graduates of Central) during the 1994-1995 school year, 174 (49%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. How many CMSU graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 267

   Sex:

males	056
females	211

2. What is their annual individual salary ? Please list a number for each.

less than $18,000	001
$18,000-19,999	186
$20,000 or beyond	079

3. How would you describe them? Please list a number for each.

American Indian	009
Hispanic	003
Asian or PI	000
White	251
African American	004
Other	001

4. Do you feel they are satisfied with the profession they have chosen? Please give a number for each choice.

Yes	267
No	007

5. How well prepared do you consider them for their present position?

Very strong	024
Strong	073
Adequate	033
Weak	005
Very weak	000

6. How would you describe their current positions in education? Please list numbers for each position.

Full time teacher	254
Permanent substitute	002
Part-time teacher	007
Other	004

7. What subject(s) do they teach? (please list numbers for all that apply)

_3_Agriculture	__8_Art	_6_Biology	_6_Business
_4_Computer Science	_0__Marketing	_4_Earth Science	_88_Elementary
_27__English	_2__Health	__2_Home Economics	_5__History
_4__Journalism	_16_Mathematics	_5__Music	_30_Physical Ed.
_6__Physical Sciences	_15_Social Studies	_30_Special Education	_6__Speech/Theatre
_7__Foreign Language	_3_Industrial (ARTS) Technology Education		
_17_Other(s)_____			

8. What percent of your first-year and second-year teachers are certificated in all areas they are presently teaching? (Excluding emergency certificates)__85___%

9. How many of your first-year and second-year teachers are on emergency teaching certificates?_15__% In what disciplines? Special Education, Math, and Science

10. Please rate your perception of your new teachers' level of satisfaction with each of the following aspects of their current teaching positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for the principals responses

2.4	salary/fringe benefits
1.8	quality/level of administrative support
1.8	level of personal challenge
1.9	methods used to evaluate your teaching performance
1.9	your sense of professional autonomy/level of discretion
1.9	general work conditions
1.9	intellectual stimulation of the workplace
1.9	geographical location
2.2	opportunities for professional advancement
2.2	level of support from parents and the community
1.7	level of support from administrators and colleague
1.7	interactions with colleagues/students

11. Would you hire your first-year and second-year teachers again? Please list a number for each

All	098
Most	028
Some	008
None of these	004

12. How well prepared are your first-year and second-year teacher to teach in culturally diverse settings ? Please list a number for each

Excellent	005
Good	058
Average	046
Weak	008
Poor	000

13. To what extent have education courses (other than field-based experiences such as student teaching) contributed to their success as a teacher? Please list numbers for each choice.

Very Significant	045
Significant	129
Modest	059
Insignificant	018
Very Insignificant	012

14. How well prepared are your first-year and second-year teacher to teach AT RISK students ? Please list a number for each.

Excellent	006
Good	046
Average	0 58
Weak	017
Poor	004

ABOUT YOU

15. When did you complete your teacher preparation program ? (Year) Range = 1957-1993.

16. What was your undergraduate major?

Elementary Education	34 %
Physical Education	17%
Social Studies	12%
English	05%
Others	32%

17. What do you consider to be the primary goal of education? CHOOSE ONLY ONE ANSWER

Promoting academic development	124
Enhancing personal development	087
Facilitating social development	004

CBASE RESULTS

CENTRAL STUDENTS ONLY

4/88---1/11/95

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 3044 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful

2 = Second attempt, successful

3 = Third attempt, successful

4 = Fourth attempt, successful

5 = Fifth attempt, successful

6 = Sixth attempt, successful

7 = Seventh attempt, successful

8 = Eighth attempt, successful

A = First attempt, unsuccessful

B = Second attempt, unsuccessful

C = Third attempt, unsuccessful

D = Fourth attempt, unsuccessful

E = Fifth attempt, unsuccessful

F = Sixth attempt, unsuccessful

G = Seventh attempt, unsuccessful

H = Eighth attempt, unsuccessful

English	Frequency	Percent
A	128	4.2
B	18	.6
C	6	.1
D	3	.1
E	2	.1
1	2708	89.0
2	144	4.7
3	26	.9
4	8	.3
5	2	.1
7	1	.1

Writing	Frequency	Percent
A	76	2.5
B	10	.3
C	3	.1
D	3	.1
1	2779	91.3
2	137	4.5
3	24	.8
4		.3
5	2	.1
7	1	.1

Math	Frequency	Percent
A	238	7.8
B	31	1.0
C	12	.4
D	3	.1
E	5	.2
F	1	.1
G	1	.1
1	2551	83.8
2	120	3.9
3	46	1.5
4	15	.5
5	13	.4
6	6	.2
7	1	.1
8	1	.1

Science	Frequency	Percent
A	239	7.9
B	22	.7
C	6	.2
D	1	.1
E	1	.1
1	2550	83.8
2	173	5.7
3	34	1.1
4	9	.3
5	6	.2
7	1	.1

Social Studies	Frequency	Percent
A	151	5.0
B	16	.5
C	8	.3
D	4	.1
1	2644	86.9
2	155	5.1
3	43	1.4
4	15	.5
5	4	.1
6	3	.1
7	1	.1

The following sets of data reflect all BSE and BME graduates from the Spring of 1989 through the Fall of 1994. Post Bachelor students are not included in the following data because they usually only complete hours towards certification and not a degree within the teacher certification programs.

COLUMN HEADING EXPLANATIONS:

MJR Code: Current CMSU major codes.

MAJOR TITLES: Current CMSU major titles.

Total (N): Total number of students graduated with a BSE or BME.

ACT (N): Total number of ACT composite score of graduates upon entry into CMSU.

ACT COMP (X): Average ACT composite score of graduates upon entry into CMSU.

CMSU Reg (N): Total number of students who completed all of their degree work at CMSU.

Reg Sem (T): Total number of semesters of attendance by regular CMSU students.

Reg Sem (X): Average number of semesters a regular CMSU student completed for graduation.

"8 Sem" (N): Total number of regular students who completed their degree in 8 semesters.

Reg Hours: Total number of CMSU hours completed by regular students.

Reg Hrs/Sem: Average number of hours completed per semester by a regular student.

Reg Deg Hrs (X): Average number of hours completed by a regular student for their degree.

Trans (N): Total number of transfer students who completed BSE or MSE degrees (NOTE: A transfer student is defined as a student who transfers in one or more hours as part of their degree program at CMSU from a junior college, community college or another four year institution of higher learning).

Trans Sem (T): Total number of semester enrolled by transfer students at CMSU.

Trans Sem (x): Average number of semesters enrolled by transfer students at CMSU in order to complete a BSE or BME degree.

Trans Hrs (T): Total number of hours accepted by CMSU for transfer students.

Trans Hrs (x): Average number of transfer hours accepted by CMSU per transfer student.

T-CMSU Hrs (T): Total number of CMSU hours completed by transfer students.

T-CMSU Hrs (X): Average number of CMSU hours completed per semester per transfer student.

T-CMSU Hr/Sem: Average number of CMSU hours completed per semester per transfer student.

T-Deg Hrs (X): Average number of hours, transfer hours plus CMSU hours, required to graduate for a transfer student with a BSE or BME degree.

CMSU Code and Degree	Total (N)	ACT (N)	ACT Comp (X)	CMSU Reg (N)	Reg Sem (T)
112 Sec Ed/Voc Agri	9	8	22.3	5	50
132 Sec Ed/Voc Home Econ	20	16	21.3	7	65
170 K-12 Ed/IA & Tech	8	6	21.0	1	10
311 Sec Ed/English	61	46	23.2	22	229
313 Sec Ed/English Func	11	10	21.1	3	30
316 Sec Ed/English Sp Th	7	1	20.0	0	0
334 K-12 Ed/French	2	2	22.0	1	11
335 K-12 Ed/German	2	1	23.0	0	0
337 Ed/Spanish	9	6	20.3	1	9
362 Sec Ed/Sp Com & Th	14	12	21.0	5	59
375 K-12 Art Func	43	35	20.5	11	121
385 Sec Ed/Biology	21	11	24.4	1	10
389 Sec Ed/Earth Sci	27	20	21.4	9	106
394 Sec Ed/Chemistry	6	5	20.8	3	31
401 Sec Ed/Phy & Math	4	3	28.3	1	12
415 Sec Ed/Soc Stu	48	38	21.8	10	110
416 Sec Ed/Soc Stu Func	47	29	22.7	5	51
440 Music Ed/Inst Func	34	33	22.7	18	220
441 Music Ed/Vocal Func	11	9	21.7	6	66
459 Sec Ed/Math	19	13	23.7	7	70
461 Sec Ed/Math Func	9	6	26.3	1	14
469 K-12 Ed/Art	7	4	21.3	0	0
524 Sec Ed/Bus Ed	28	21	21.7	10	120
525 Sec Ed/Bus Ed Func	24	21	20.7	5	53
527 Sec Ed/Dist Ed Func	13	8	20.9	1	10
720 El Ed Func	570	466	20.7	169	1,810
722 El Ed Early Child	85	71	19.4	22	267
724 El Ed/Mid School	14	10	22.8	2	23
733 PE/Elementary	2	2	19.5	0	0
734 PE/Gen Func	41	35	19.0	14	160
744 PE/Secondary	42	34	21.1	15	165
784 Special Ed/Ele	127	102	20.0	25	268
785 Special Ed/Sec	3	3	22.7	1	9
806 K-12 Speech Path	42	33	21.4	12	108
837 Special Education	20	18	21.7	0	0
Totals or Averages	1,430	1,099	21.0	393	4,267

CMSU Code and Degree	Reg Sem X	8 Sem (N)	Reg Hours	Reg Hrs/Sem	Reg Hrs/Degree
112 Sec Ed/Voc Agri	10.0	0	718	14.4	144.0
132 Sec Ed/Voc Home Econ	9.3	2	914	14.1	130.6
170 K-12 Ed/IA & Tech	10.0	0	144	14.4	144.0
311 Sec Ed/English	10.4	4	2,990	13.1	135.9
313 Sec Ed/English Func	10.0	1	416	13.9	138.7
316 Sec Ed/English Sp Th	0.0	0	0	0	0.0
334 K-12 Ed/French	11.0	0	132	12	132.0
335 K-12 Ed/German	0.0	0	0	0	0.0
337 Ed/Spanish	9.0	0	137	15.2	137.0
362 Sec Ed/Sp Com & Th	11.8	0	763	12.9	152.6
375 K-12 Art Func	11.0	0	1,577	13	143.7
385 Sec Ed/Biology	10.0	0	149	0	149.0
389 Sec Ed/Earth Sci	11.8	0	1,281	12.1	142.3
394 Sec Ed/Chemistry	10.3	0	435	14	145.0
401 Sec Ed/Phy & Math	12.0	0	142	11.8	142.0
415 Sec Ed/Soc Stu	11.0	1	1,447	13.2	144.7
416 Sec Ed/Soc Stu Func	10.2	0	707	13.9	141.4
440 Music Ed/Inst Func	12.2	0	3,182	14.5	176.8
441 Music Ed/Vocal Func	11.0	0	1,018	15.4	169.7
459 Sec Ed/Math	10.0	1	922	13.2	131.0
461 Sec Ed/Math Func	14.0	0	133	9.5	133.0
469 K-12 Ed/Art	0.0	0	0	0	0.0
524 Sec Ed/Bus Ed	12.0	0	1,384	11.5	138.4
525 Sec Ed/Bus Ed Func	10.6	1	681	12.8	136.2
527 Sec Ed/Dist Ed Func	10.0	0	130	13	130.0
720 El Ed Func	10.7	7	23,620	13	139.8
722 El Ed Early Child	12.1	1	3,085	11.6	140.2
724 El Ed/Mid School	11.5	0	299	13	149.5
733 PE/Elementary	0.0	0	0	0	0.0
734 PE/Gen Func	11.4	1	1,968	12.3	140.6
744 PE/Secondary	11.0	0	2,210	13.4	147.3
784 Special Ed/Ele	10.7	2	3,433	12.8	137.3
785 Special Ed/Sec	9.0	0	146	16.2	146.0
806 K-12 Speech Path	9.0	0	1,571	14.5	130.9
837 Special Education	0.0	0	0	0	0.0
Totals or Averages	10.9	20	55,736	13.1	141.8

CMSU Code and Degree	Trans (N)	Trans Sem (T)	Tran Sem (X)	Trans Hrs (T)	Trans Hrs (X)
112 Sec Ed/Voc Agri	4	31	7.8	161	40.3
132 Sec Ed/Voc Home Econ	13	112	8.6	481	37.0
170 K-12 Ed/IA & Tech	7	66	9.4	289	41.3
311 Sec Ed/English	39	266	6.8	2,028	52.0
313 Sec Ed/English Func	8	63	7.9	454	56.8
316 Sec Ed/English Sp Th	7	63	9.0	286	40.9
334 K-12 Ed/French	1	9	9.0	11	11.0
335 K-12 Ed/German	2	7	3.5	171	85.5
337 Ed/Spanish	8	65	8.1	365	45.6
362 Sec Ed/Sp Com & Th	9	91	10.1	284	31.5
375 K-12 Art Func	32	261	8.2	1,612	50.4
385 Sec Ed/Biology	20	177	8.9	1,087	54.4
389 Sec Ed/Earth Sci	18	139	6.6	1,462	69.6
394 Sec Ed/Chemistry	3	27	9.0	184	61.3
401 Sec Ed/Phy & Math	3	23	7.7	97	32.3
415 Sec Ed/Soc Stu	38	326	8.6	1,448	38.1
416 Sec Ed/Soc Stu Func	42	315	7.5	2,223	53.2
440 Music Ed/Inst Func	16	171	10.7	152	9.5
441 Music Ed/Vocal Func	5	36	7.2	273	54.6
459 Sec Ed/Math	12	100	8.3	444	37.0
461 Sec Ed/Math Func	8	52	6.5	373	46.6
469 K-12 Ed/Art	7	50	7.1	384	54.9
524 Sec Ed/Bus Ed	18	144	8.0	1,085	60.3
525 Sec Ed/Bus Ed Func	19	159	8.4	953	50.2
527 Sec Ed/Dist Ed Func	12	100	8.3	436	39.6
720 El Ed Func	401	3,479	8.7	15,485	38.5
722 El Ed Early Child	63	569	9.0	2,080	33.0
724 El Ed/Mid School	12	107	8.9	355	29.6
733 PE/Elementary	2	21	10.5	33	16.5
734 PE/Gen Func	27	259	9.6	1,039	38.5
744 PE/Secondary	27	260	9.6	638	23.6
784 Special Ed/Ele	102	926	9.1	3,529	34.6
785 Special Ed/Sec	2	17	8.5	76	38.0
806 K-12 Speech Path	30	224	7.5	912	30.4
837 Special Education	20	169	8.5	821	41.1
Totals or Averages	1,037	8,884	8.6	41,594	40.1

CMSU Code and Degree	T-CMSU Hrs (T)	T-CMSU Hrs. (X)	T-CMSU Hrs/Sem (X)
112 Sec Ed/Voc Agri	448	112.0	14.5
132 Sec Ed/Voc Home Econ	1,586	122.0	14.2
170 K-12 Ed/IA & Tech	811	115.9	12.3
311 Sec Ed/English	3,718	95.3	14.0
313 Sec Ed/English Func	738	92.3	11.7
316 Sec Ed/English Sp Th	781	111.6	12.4
334 K-12 Ed/French	134	134.0	14.9
335 K-12 Ed/German	103	51.5	14.7
337 Ed/Spanish	810	101.3	12.5
362 Sec Ed/Sp Com & Th	1,118	124.2	12.3
375 K-12 Art Func	3,221	100.7	12.3
385 Sec Ed/Biology	2,293	114.7	13.0
389 Sec Ed/Earth Sci	1,766	84.1	12.7
394 Sec Ed/Chemistry	338	112.7	12.5
401 Sec Ed/Phy & Math	358	119.3	15.6
415 Sec Ed/Soc Stu	4,292	112.9	13.2
416 Sec Ed/Soc Stu Func	3,900	92.9	12.4
440 Music Ed/Inst Func	2,501	156.3	14.6
441 Music Ed/Vocal Func	547	109.4	15.2
459 Sec Ed/Math	1,359	113.3	13.6
461 Sec Ed/Math Func	702	87.8	13.6
469 K-12 Ed/Art	641	91.6	12.8
524 Sec Ed/Bus Ed	1,646	91.4	11.4
525 Sec Ed/Bus Ed Func	1,808	95.2	11.4
527 Sec Ed/Dist Ed Func	1,310	109.2	13.0
720 El Ed Func	44,589	111.2	12.6
722 El Ed Early Child	7,169	113.8	12.6
724 El Ed/Mid School	1,421	118.4	13.3
733 PE/Elementary	275	137.5	13.9
734 PE/Gen Func	3,269	121.1	12.6
744 PE/Secondary	3,514	130.1	13.5
784 Special Ed/Ele	11,606	113.8	12.5
785 Special Ed/Sec	228	114.0	13.4
806 K-12 Speech Path	3,074	102.5	13.7
837 Special Education	2,076	103.8	12.3
Totals or Averages	114,150	110.1	12.8

CMSU Code and Degree	Tran Total Degree Hrs (X)
112 Sec Ed/Voc Agri	152.3
132 Sec Ed/Voc Home Econ	159.0
170 K-12 Ed/IA & Tech	157.2
311 Sec Ed/English	147.3
313 Sec Ed/English Func	149.1
316 Sec Ed/English Sp Th	152.5
334 K-12 Ed/French	145.0
335 K-12 Ed/German	137.0
337 Ed/Spanish	146.9
362 Sec Ed/Sp Com & Th	155.7
375 K-12 Art Func	151.1
385 Sec Ed/Biology	169.1
389 Sec Ed/Earth Sci	153.7
394 Sec Ed/Chemistry	174.0
401 Sec Ed/Phy & Math	151.6
415 Sec Ed/Soc Stu	151.0
416 Sec Ed/Soc Stu Func	146.1
440 Music Ed/Inst Func	165.8
441 Music Ed/Vocal Func	164.0
459 Sec Ed/Math	150.3
461 Sec Ed/Math Func	134.4
469 K-12 Ed/Art	146.5
524 Sec Ed/Bus Ed	151.7
525 Sec Ed/Bus Ed Func	145.4
527 Sec Ed/Dist Ed Func	148.8
720 El Ed Func	149.7
722 El Ed Early Child	146.8
724 El Ed/Mid School	148.0
733 PE/Elementary	154.0
734 PE/Gen Func	159.6
744 PE/Secondary	153.7
784 Special Ed/Ele	148.4
785 Special Ed/Sec	152.0
806 K-12 Speech Path	132.9
837 Special Education	144.9
Totals or Averages	150.2

All Declared MSE Majors--1984-1994

Area	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	TOTAL
131SecEd/HomeEc	29	33	33	34	22	20	19	7	6	3	206
172 K-12Ed/IATech	7	5	9	4	4	2	1	1	0	1	35
187 AdultEd/SafetyEd	0	0	0	0	0	0	0	0	0	0	0
196 SecEd/SafetyEd	1	1	0	1	1	1	0	0	0	0	5
355 K-12Ed/SpCom	4	3	3	1	1	1	1	0	1	0	15
357 SecEd/SpCom	2	0	0	2	0	1	2	0	0	0	7
310 K-12Ed/English	0	0	0	0	1	0	0	0	0	0	1
312 SecEd/English	13	11	9	3	6	6	8	5	7	2	70
411 AdultEd/SS	0	0	0	0	0	1	0	0	0	0	1
413 ElEd/SS	0	0	0	0	0	0	0	0	0	0	0
414 K-12Ed/SS	5	3	2	2	0	0	1	0	0	0	13
417 SecEd/SS	4	7	7	10	9	9	7	7	7	3	70
451 ElEd/Math	13	13	6	8	7	5	3	2	2	1	60
460 SecEd/Math	11	13	8	3	2	7	9	5	7	5	70
435 K-12Ed/Music	2	2	4	3	1	3	0	0	0	0	15
447 SecEd/Music	2	1	2	2	1	1	1	0	0	0	10
526 SecEd/BusOff	10	8	7	11	10	14	11	5	5	1	82
528 SecEd/DistEd	4	6	9	7	2	3	2	3	3	1	40
714 AdultEd	13	10	7	6	5	4	2	1	1	0	49
715 AdultEd/C&I	0	2	3	6	5	6	15	20	12	6	75
721 ElEd/C&I	103	128	130	165	165	180	196	193	144	119	1523
725 K-12Ed/C&I	1	0	0	3	2	6	11	12	9	8	52
726 K-12 Ed/Reading	39	36	36	26	38	40	36	36	27	32	346
727 SecEd/C&I	10	20	28	43	50	57	57	57	42	47	411
*729 ElEd/Reading	0	0	0	0	.0	1	1	6	6	5	19
*404 ElEd/SciEd	1	0	0	0	0	0	0	0	0	0	1
*410 SecEd/SciEd	3	2	2	1	0	0	0	0	0	0	8
*752 Guid&Coun/El	9	6	2	2	1	0	0	0	0	0	20
*753 Guid&Coun/Sec	15	9	5	1	0	0	0	0	0	0	30
764 ElEd/SchAdmin	34	33	29	19	23	33	42	40	35	41	329
765 SecEd/SchAdmin	44	36	24	32	40	45	57	59	46	60	443
791 ElEd/Beh&orEmDis	0	1	2	1	2	2	0	0	1	0	9
792 ElEd/MentRet	2	4	6	7	17	14	10	4	2	1	67
793 Eled/LearnDis	7	16	19	21	22	25	21	13	8	7	159
*794 K-12 Ed/Beh&or	9	8	7	4	9	7	6	4	1	0	55
*795 K-12 Ed/LearnDi	50	53	40	26	30	31	57	38	19	11	355
*796 K-12 Ed/MentRe	23	20	17	24	16	17	14	12	3	3	149
797 SecEd/Beh&orEmD	1	1	1	0	1	1	1	1	1	0	8
798 Sec Ed/ LearnDis	2	3	1	2	3	5	6	2	2	1	27
799 Sec Ed/MentRet	1	2	1	0	1	1	2	0	0	0	8
834 K-12 Ed/SpecEd	0	0	0	0	0	0	3	69	98	133	303
*772 ElEd/LibSci	2	1	0	0	0	0	0	0	0	0	3
*773 K-12 Ed/LibSci	17	12	7	3	2	2	1	1	0	0	45
376K-12 Ed/Art	17	8	14	11	18	12	4	2	2	1	89
373ElEd/Art	1	1	1	0	0	0	0	0	0	0	3
735 ElEd/PE	2	2	3	2	4	2	1	1	0	0	17
736 K-12Ed/PE	1	1	0	0	0	1	0	9	7	0	19
745 SecEd/PE	17	16	8	3	3	4	3	2	2	2	60

*Deleted Program

All CMSU MSE Degrees--1984-1994

Area	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	TOTAL
131SecEd/HomeEc	2	9	3	6	5	5	7	2	3	2	44
172 K-12Ed/IATech	2	0	0	1	0	0	0	0	0	0	3
187 AdultEd/SafetyEd	0	0	0	0	0	1	0	0	0	0	1
196 SecEd/SafetyEd	1	1	0	0	0	1	0	0	0	0	3
355 K-12Ed/SpCom	0	0	1	0	0	0	0	0	0	0	1
357 SecEd/SpCom	0	0	0	0	1	0	0	0	0	0	1
310 K-12Ed/English	0	0	0	0	0	0	0	0	0	0	0
312 SecEd/English	1	2	2	1	1	2	0	0	1	0	10
411 AdultEd/SS	0	0	0	0	0	0	0	0	0	0	0
413 ElEd/SS	0	0	0	0	0	0	0	0	0	1	1
414 K-12Ed/SS	1	1	1	0	0	0	0	0	0	0	3
417 SecEd/SS	0	2	1	1	4	3	1	2	1	0	15
451 ElEd/Math	1	7	3	2	3	0	2	0	0	0	18
460 SecEd/Math	2	0	2	1	0	1	4	2	0	0	12
435 K-12Ed/Music	0	0	3	0	0	1	0	0	0	0	4
447 SecEd/Music	0	0	0	0	0	0	0	0	0	0	0
526 SecEd/BusOff	6	4	1	3	1	6	5	1	3	0	30
528 SecEd/DistEd	0	1	4	3	0	1	1	1	2	1	14
714 AdultEd	1	3	1	1	1	0	0	0	0	0	7
715 AdultEd/C&I	0	1	0	3	1	1	2	5	5	4	22
721 ElEd/C&I	22	29	37	28	48	41	40	52	45	30	372
725 K-12Ed/C&I	0	0	0	0	0	1	0	2	1	2	6
726 K-12 Ed/Reading	15	7	7	2	6	9	3	6	6	7	68
727 SecEd/C&I	4	9	7	11	7	15	18	16	14	11	112
*729 ElEd/Reading	0	0	0	0	0	0	1	0	1	0	2
404 ElEd/SciEd *	0	0	0	0	0	0	0	0	0	0	0
410 SecEd/SciEd *	2	0	0	1	0	0	0	0	0	0	3
*752 Guid&Coun/El	1	0	0	0	0	0	0	0	0	0	1
*753 Guid&Coun/Sec	5	0	0	0	0	0	0	0	0	0	5
764 ElEd/SchAdmin	8	14	7	4	4	4	9	7	6	9	72
765 SecEd/SchAdmin	18	11	7	3	13	7	10	22	7	12	110
791 ElEd/Beh&orEmDis	0	0	0	0	0	0	0	0	0	0	0
792 ElEd/MentRet	0	2	2	0	3	1	0	2	1	0	11
793 Eled/LearnDis	0	4	4	2	5	4	2	5	1	1	28
*794 K-12 Ed/Beh&orEmDis	2	2	3	2	2	2	3	0	0	0	16
*795 K-12 Ed/LearnDis	14	12	8	6	8	7	6	8	4	1	74
*796 K-12 Ed/MentRet	7	5	6	2	3	1	2	4	0	1	31
797 SecEd/Beh&orEmDis	0	0	0	1	0	0	0	0	0	1	2
798 Sec Ed/ LearnDis	0	0	0	0	0	0	1	0	0	0	1
799 Sec Ed/MentRet	0	1	0	0	0	0	0	0	0	0	1
834 K-12 Ed/SpecEd	0	0	0	0	0	0	1	3	14	14	32
*772 ElEd/LibSci	0	0	0	0	0	0	0	0	0	0	0
*773 K-12 Ed/LibSci	3	1	0	0	0	0	0	0	0	0	1
376K-12 Ed/Art	3	2	2	2	5	5	1	1	0	1	22
373ElEd/Art	0	0	0	0	0	0	0	0	0	0	0
735 ElEd/PE	1	1	1	0	1	1	1	0	2	0	8
736 K-12Ed/PE	0	0	0	0	0	0	0	0	0	0	0
745 SecEd/PE	3	6	1	0	2	0	0	0	0	0	12
Total											1179

*Deleted Program